P1Th
11967

DESIGNING, DEVELOPING AND IMPLEMENTING AN EDUCATIONAL PROGRAM FOR ENHANCING EMOTIONAL MATURITY OF STUDENT-TEACHERS

Summary of
The Thesis Submitted
to
The Maharaja Sayajirao University of Baroda
For The Degree of
Doctor of Philosophy in Education

GUIDE
Dr. CHHAYA GOEL

INVESTIGATOR
ARCHANA DUTTA

सत्यं शिवं सुन्दरम्

Centre of Advanced Study in Education
Faculty of Education and Psychology
The M.S. University of Baroda
Vadodara-390002

June 2009

INTRODUCTION OF THE PROBLEM

Our present education system is not prepared to keep pace with societal transformation. We have very readily accepted the modernization but what about the culture lag? Due to this culture lag, Indian society is facing lot of problems today. Our young generation is not prepared to digest the amount of information they have access to. And to add to it, there is nobody to give them proper guidance and direction.

Now, in this complete process, parents conveniently blame school and school easily blame parents for any issue related to performance or behavior. In this game of shifting responsibility on one and another, students get lost somewhere in the problem. What is the solution to this? Education system, being a very significant part of society, should take responsibility to get to the roots of this problem. Solution to this is emotionally sensitive teachers. Teachers, who have positive attitude, dedication and passion for the profession of teaching. Teachers, who can inspire rather then instructing. Teacher, who has the ability to transform knowledge into their students in the form of expression.

But the question is how to prepare such teachers. It is a well accepted fact that our teacher education programs are not able to do so. How to prepare teachers for wholistic development of learners when teacher education has largely been functioning in cognitive domain and is still stuck to traditional model of education? (Goel, C. & Goel, D.R., 2008). The solution to this is adding emotional component in our teacher education program and aiming at preparing emotionally mature teachers.

EMOTIONS

Generally, all our actions and reactions during our daily routine are governed by emotions. Whether we are happy, sad, irritated, enthusiastic, or quiet, all are our ways of expressing emotions. The term refers to a feeling and its distinctive thoughts, psychological and biological states and range of propensities to act (Goleman, 1995). Emotions are our responses to the world around us, and they are created by the combination of thoughts, feelings and actions. Elfenbein, (2006) re-emphasized statement of William James, (1884) that emotional process follows the perception of the stimulus. Perception depend lot on the personality traits. Emotional display is resultant of our perception, feelings and thoughts.

EMOTIONAL COMPETENCIES

Emotional processing proceeds from intrapersonal to interpersonal level (Elfenbein, 2006). There are various emotional competencies related to these levels and they determine our potential to learn and develop. Different researchers considers different emotional competencies. For the purpose of this study, competencies based on the model given by Goleman (1995) are considered which are:

1) Self-awareness: Emotional awareness, self-assessment and self-confidence.
2) Self-management: Self-control, trustworthiness, adaptability and conscientiousness.
3) Self-motivation: Achievement drive, initiative, commitment and optimism.
4) Social-skills: Empathy, service-orientation, organizational-awareness
5) Social-management: Developing others, influence, communication, building bonds, change catalyst, teamwork and collaboration.

EMOTIONAL INTELLIGENCE

Goleman (1999) defines emotional intelligence as 'the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships'.

EMOTNONAL MATURITY

"The highest level of emotional maturity is a state where a person acquires wisdom to think objectively, and treats all human beings equally, by being nonjudgmental about any situation or a person and has an ability to achieve self-realization by being emotionally detached".

EMOTIONAL MATURITY AND EMOTIONAL INTELLIGENCE

Emotional Maturity has interested researchers over the years. Many developmental psychologists in 1800s have talked about emotional maturity (Loevinger, Adler, Jung, Allport). While research efforts have made significant impact and progress among researchers and implementers in child psychology and developmental psychology, it has failed to catch the public imagination towards emotional maturity. Other related concept, **emotional intelligence** has been a more recent stream of research. Emotional intelligence has been a more popular concept and has caught the public imagination. Theorists have expressed interest in EM and have sought to define it; however, these

definitions are insufficient and simply define components of EI. A by-product of the popularity of 'emotional intelligence' is that it is often used interchangeably with 'emotional maturity'

NEED FOR ENHANCING EMOTIONAL MATURITY OF STUDENT-TEACHERS

Entering teachers may come with academic, social and emotional problems. Are these teachers capable enough to understand, handle and resolve the diverse problems faced by today's children? Is there any concrete and practical content in our present teacher education programs to prepare teachers who can understand and solve student's problems? Can our school teachers' guide and counsel students for their social and emotional aspects?

Educational intervention program involve proper planning and resources. It can be designed taking into consideration the problems and needs of teachers as well as students. If teachers are emotionally mature which means if they have the ability to realize the psychological knowledge and utilize it, they will be able to help students at right time by checking their problems as they start sprouting.

REVIEW OF RELATED LITERATURE

The review of related literature is done in three sections to understand the topic wide and deep.

1) Emotional competencies as correlate of teacher's effectiveness
2) Emotional skills and student's performance
3) Intervention for enhancing emotional competencies

Implications of the review of literature for the present study

The literature has enough evidence that interventions through educational program can improve emotional competencies in teachers. Better emotional skills of a teacher can help students with different emotional and psychological problems like adjustment, frustration, and other behavioral problems. A sizable number of programs have been developed in Western countries for training teachers as well as students for enhancing their emotional skills. But in India, still there is shortage of programs, especially in the field of education. To overcome this gap, an educational program for enhancing emotional skills of student teachers is needed.

RATIONALE OF THE STUDY

In today's era of globalization, our traditional culture system is going through transformation, giving rise to psychological problems for adults as well as children. Cases of depression, frustration and suicide attempts are increasing day by day. This situation is quite dazzling for adolescents. They need proper guidance and counseling to enhance their abilities and skills. They need help from teachers to study and to remain a normal human being. This is only possible if teacher is non-judgmental and empathetic and if he or she can appreciate the individual difference of students. So, a teacher always needs to be fully sensitive to all dimensions of personality, particularly, affective. The emotional maturity of teacher should find expression in all domains; whether it is teaching, talking, playing, walking, etc. Emotionally mature teachers are likely to produce emotionally balanced learners. So there is a need to have holistic teacher education program for enhancing emotional maturity of the student-teachers

STATEMENT OF THE PROBLEM

DESIGNING, DEVELOPING AND IMPLEMENTING AN EDUCATIONAL PROGRAM FOR ENHANCING EMOTIONAL MATURITY OF STUDENT-TEACHERS

OBJECTIVES OF THE STUDY

1) To study emotional maturity of student-teachers.
2) To develop a program for enhancing emotional maturity of student-teachers.
3) To study effectiveness of the intervention program.

OPERATIONAL DEFINITIONS OF THE TERMS USED

DESIGNING: To prepare a framework of the program.

DEVELOPING: To prepare an actual program based on the framework.

IMPLEMENTING: To put the developed program into action.

EDUCATIONAL PROGRAM: Here the Educational Program refers to a program meant for bringing out the best of emotions which already exist. The Educational Program will include Pen Paper Exercises, Case Studies, Role Plays, Reflective Dialogues, Narrations,

and group discussions for enhancing self awareness, self management, self motivation, social awareness and social skills.

EMOTIONAL MATURITY: The ability to evaluate emotions of oneself and others; identify and express feeling; balance the state of heart and mind; appreciate other's point of view; develop others; delay gratification of immediate psychological satisfaction; and being adaptable and flexible.

STUDENT-TEACHERS: Students undergoing B.Ed Program.

DELIMITATION OF THE STUDY

There are a large number of dimensions of emotional competencies leading to emotional maturity but the present study is considering limited number of dimensions, namely, self-awareness, self-management, self-motivation, social- awareness and social-skills.

RESEARCH METHODOLOGY

Research Type

It is a developmental-cum-intervention study employing quantitative as well as qualitative research methodology

Research Design

The study employed Pre-Experimental Single Group Pre and Post Test-Intervention design.

The Population for the study

Student-teachers of India at Secondary School level of academic session 2007-2008 will constitute population for the present study.

The Sample of the study

All the Student-teachers of academic session 2007-2008 at ICFAI College of Education, Dehradun comprised sample for the study. Sample size was the cluster of all these 51 student-teachers. Pre-test was administered on all of them. After pre-test, they were asked to volunteer for intervention program. 18 student-teachers out of 51 volunteered for the program. These 18 student-teachers comprised the sample for the intervention study.

Duration of the intervention program

Program was designed to develop various aspects of self and social skills. The program was designed for approximately 35 hours.

TOOLS EMPLOYED FOR THE STUDY

1) Emotional maturity scale of Dr.Yashwir Singh and Dr. Mahesh Bhargava (1990)
2) Program designed & developed by the investigator for enhancement of emotional maturity included observation, discussion, reflective Diary, in-depth Interviews, thematic apperception test, technology enabled narrations and field trip.

Including emotional maturity scale, other instruments used for designing the educational intervention program were:

1) Emotional Maturity Scale: To find the status of student-teachers on emotional maturity.
2) Personal Effectiveness Scale (General): To find the status of student-teachers on their self-awareness in general and counseling in wanting domains.
3) Personal Effectiveness Scale (Teacher): To find the status of student-teachers on their self-awareness as teacher and counseling in wanting domains.
4) Dealing with Emotions Scale: To increase emotional self-awareness of student-teachers on their tendency to ruminate and flow in life.
5) Locus of Control: To understand dynamics of internality, externality and, stable and variable factors of an individual and their effect on self-motivation.
6) Attribution of Success and Failure (General): To assess the respondent's attributional thinking—to what they attribute success and failure to. Counseling in wanting domains is helpful in self-motivation.
7) Attribution of Success and Failure (Teacher): To assess the respondent's attributional thinking as a teacher—to what they attribute success and failure to in matters related to teaching profession. Counseling in wanting domains is helpful in self-management as a teacher.

8) Motivation Profile (Intrinsic and Extrinsic): To help participants aware of their motivational factors and to make them understand that without intrinsic motivation creative work cannot be done and growth does not occur.
9) Interpersonal Need Inventory: To measure interpersonal needs of student-teachers, and counsel them accordingly, and help them to enhance social skills.
10) Transactional Style Inventory: To assess interaction styles of student-teachers as a teacher and develop strategies to enhance their interpersonal effectiveness and so. Social- management competencies.

DATA COLLECTION PROCEDURE

1) Test was administered before and after intervention to check their status on Emotional Maturity Scale.
2) Educational Intervention program for enhancing emotional skills was developed by the researcher and administered for 35 hrs in different sittings.
3) Data during the program was collected using field notes, observation journal, group discussion records, interview records, TAT, TEN etc.

PROGRAM SCHEDULE

Data were collected dimension wise. Every week there were activities and tests related to one dimension as following:

1st week:

General discussion about emotional maturity and pre-test was conducted.

2nd week:

Activities and tests related to first dimension **self-awareness** were administered. This included:

a) PowerPoint presentation on theory and concept of self-awareness.
b) Activity 1: it is a pen paper exercise for self analysis.
c) Activity 12: it is a pen paper exercise wherein respondents are supposed to write words or sentences or draw anything related to various aspects of their life which were mentioned in the handout.
d) Activity 15: a painting was shown to all the participants and they were asked to interpret the painting as they understand or perceive it.

e) Personal effectiveness scale, which scores general effectiveness in group and also effectiveness as a teacher.

f) Dealing with emotions. This scores rumination and ability to flow of an individual.

3rd week:

Following activities and tests related to second dimension, i.e., **self-management**, were administered:

a) PowerPoint presentation of theory and concept of self-management.

b) Locus of control inventory. This reflects internality and externality of people as factors related to their effectiveness.

c) Activity 19: this is introspection and reflection on given topic. Are you satisfied with you time-management? Think of an incident where you feel you could have managed your time properly and would have achieved more.

d) Activity 20: this is also introspection and reflection on factors related to success and failure. What do you feel is more responsible for your success and failure, your ability and effort or luck and other related people?

e) Activity 11: A story *'Who moved my cheese?'* was narrated to them and analysis of various characters of story was done.

4th week:

Following activities and tests related to third dimension, i.e., **self-motivation**, were administered:

a) PowerPoint presentation of theory and concept of self-motivation.

b) Activity 4 (a): Respondents were given handouts to rank the various factors that motivate them.

c) Activity 4 (b): pen paper exercise to write about strengths and achievements.

d) Activity 5: discussion on achievements of Stephen Hawkins.

e) Activity 10(a): wooden blocks game to test achievement drive.

f) Attribution of success and failure- General (ASUFA-G): this inventory is designed to measure and enhance level of optimism and related aspects.

g) ASUFA- Teacher: this inventory is designed to measure and enhance teacher's level of optimism and related aspects.

h) Intrinsic and extrinsic motivation: what do you look for in a job? Instrument was administered.

5th week:

Following activities and tests related to fourth dimension, i.e., **social-skills,** were administered:

a) PowerPoint presentation of theory and concept of social skills.

b) Activity 6: this is a reflective dialogue and discussion on a given problem. Your first appointment is in very remote area in hills. There is no proper sanitation and you cannot take your family along due to many factors which also includes inclement weather. Residents of village are not motivated for education and main occupation is farming. What do you think, is your social responsibility?

c) Activity 3: it is reflective written exercise. Respondent were asked to reflect on some issues from movie 'Blue Umbrella'.

d) Activity 16: Respondents were asked to design any activity were they can show empathy and service orientation.

e) Interpersonal need inventory was administered.

6th and 7th week:

Following activities related to fifth dimension, i.e., **social-management,** were administered:

a. Activity 2: Case-analysis was to be done. Case was given related to problem of late-comers in school.

b. Activity 7: role play and reverse role play was done. Theme was related to observing science fair in school.

c. Activity 9: respondents were asked to organize a field trip.

d. Activity 10(b): respondents were asked to prepare a tower of wooden blocks in pair.

e. Activity 17: Brainstorming session including stimulating questions related to leadership and change catalyst.

f. Activity 18: inspirational speech to be given by respondents.

g. Transaction styles inventory and team effectiveness inventory was administered.

8th week: post-intervention test was administered. Interpretation of remaining tests was done. Personal discussion, counseling and debriefing was done.

9th week: results of post-test were discussed individually. Respondents were asked to give comments about the intervention program.

DATA ANALYSIS AND INTERPRETATION

Data analysis was done in various stages as following according to the requirements of the program:

1. Emotional maturity of student-teachers was scored as mentioned in the scale manual.
2. Quantitative analysis of all the instruments was done as per the scoring procedure mentioned in the manual. These instruments are mainly used for the purpose of training to give more insight into particular dimension of an individual.
3. Content analysis was done with help of experts for all the activities designed by the researcher.

FINDINGS

All the cases have shown decrease in emotional immaturity. Although, the difference in pre-test and post-test is not constant in all the cases but there is difference in all the cases pre and post intervention. Case wise findings are given as follows:

1. **Mona:**

   Her score of emotional immaturity was 90 before intervention which falls in range of being unstable. After intervention, her score reduced to 81 which is moderately stable. She has moved from unstable to moderately stable range.

   She was found to be task-obsessive and so over confident and setting unrealistic goals. After proper counseling for using problem-solving skill then task-obsessive behavior and introspection by the participant she was also found to be improved in her self-confidence, specially during public speaking.

2. **Vandana**:

Her score of emotional immaturity before intervention was 79 which is extremely stable. After intervention, it decreased to 75 which fall in the same range. Although, she was in extremely stable range but there was still scope for enhancing assertiveness and self-expectation. After counseling, her assertiveness and confidence was found to be improved.

3. **Jyoti:**

Her score on emotional immaturity before intervention was found to be 82 which is moderately stable. After intervention, it decreased to 77 which is extremely stable. She scored well in almost all dimensions but she was found to be aggressive, unreceptive to influence, unappreciative while recognizing others and less empathetic. Counseling and introspection was helpful to work on her aggressiveness and empathy.

4. **Manish:**

His score on emotional immaturity before intervention was found to be 125 which is extremely unstable. After intervention, his scores decreased to 77 which is extremely stable category. He was found to be open to feedback, effective as a teacher, less reactive, and sensitive towards need of education for an individual and society but with lower self-directedness and higher group-directedness. His accomplishments were found less then his strengths. Intervention program proved to be quite useful in improving his emotional maturity.

5. **Sanjay:**

His score on emotional immaturity before intervention was found to be 105 which fall in range of unstable. After intervention, it decreased to 88 which is moderately stable. He was found to be unbalanced emotionally with lower teaching effectiveness, highly reactive, impulsive, average on adaptability, less confident and indecisive. After intervention, he was observed to be improved on confidence and expression of his thoughts during public speaking. Regular counseling helped to instill positive attitude but there was still scope to enhance self-management and social-management.

6. **Sarita:**

She scored 77 in pre-test which falls in extremely stable range. Her scores in post-test decreased to 60 which is again the same range but there is in improvement in scores. she was found to have external locus of control and extrinsic motivation for work in motivational profile inventory. She was found to be doubtful about friends and relationship of friendship, unreceptive and highly reactive. After intervention, her attitude about her friends improved.

7. **Avneet:**

She scored 120 in pre-test which falls in range of extremely unstable and her results decreased to 108 but the range remained same. Her combination of flow and rumination was found to be very unbalanced. She was found to have extrinsic motivation for work. She was found to have dysfunctional dependence on others with high fatalism and self-directedness and self-confidence was found to be average. After intervention, significant change was observed in her self-confidence, self-directedness and so decrease in dependence on others.

8. **Sushma:**

She scored 110 on emotional maturity scale in pre-test which falls in range of extremely unstable. Her score decreased to 100 in post-test which is range of unstable. she was found to have good combination of flow and rumination. She scored high on intrinsic factors for work motivation but with external locus of control (luck). She was found to have less self-directedness, lower self-confidence, high compliance, interaction-shy, reserved and receptive to influence. She was found to be highly adaptive and creative and normative. After intervention, she was found to improve significantly on self-directedness and self-confidence.

9. **Astha:**

In pre-test, she scored 82 on emotional maturity scale which falls in the range of moderately stable. Her post-test score was 60 which is extremely stable range. She was found to have need for improvement on regulating emotions. She was found to be task-obsessive. Self-directedness and self-confidence were scored average, fatalism was slightly higher and pessimism above average. After

intervention, she improved on self-confidence, especially in activities related to public speaking. Counseling sessions were conducted by the investigator to work on her task-obsession, thereby decreasing her impatience and nervousness.

10. Mridula:

She scored 74 in pre-test on emotional maturity scale which falls in range of extremely stable. In post-test her score decreased to 55 and remained in the same range. She was found to have good results on almost all the inventories and activities. She was found to be in need of counseling for giving her confidence about her dressing sense. After intervention, she was found to be confident about her dressing sense. Also, she was counseled to be less reactive. Her self-analysis and introspection also helped her in improving on various dimensions.

11. Yogender:

In pre-test score on emotional immaturity, he scored 91 which is unstable and in post-test, his core decreased to 79 which falls in extremely stable range. He was mainly counseled for task- obsession which was found to be resulting in assertiveness with aggression, haste in task-processing, over-confidence and pessimism. He improved on aggression, pessimism and over-confidence after intervention.

12. Harmani:

In pre-test, she scored 97 on emotional maturity scale which fall in range of unstable. In post-test, her score improved to 85 which is moderately stable range.She was found to have very imperfect combination of flow and rumination and ineffective as a teacher. She was found to be highly dependent on luck and chance with very low self-directedness and self-confidence, but highly creative. She needed to be counseled on rumination mainly which was found to be affecting all other aspects. She was found to be improved on self-confidence for public speaking and also on rumination which helped in improving her score on emotional maturity.

13. Mansi:

In pre-test, she scored 69 on emotional maturity scale which fall in range of extremely stable. Her score improved to 61 in post-test which is the same

range. She scored well on all inventories but scored high on pessimism. After intervention, she was found to be improved on pessimism which further improved her result on emotional maturity.

14. Ashok:

He scored 91 in pre-test on emotional maturity scale which falls in moderately stable range. In post-test, his score improved to 80 which fall in extremely stable range. He was found to be effective as a person but insensitive as a teacher, He scored low in self-directedness and self-confidence, and high in pessimism. After intervention he was observed to be improved significantly on self-confidence in public speaking and also in self-directedness. Regular discussion and counseling session helped him to improve on pessimism and reduce external locus of control related to others.

15. Rinku:

In pre-test she scored 69 on emotional maturity scale which fall in extremely stable range. Her score reduced to 55 in post-test and remained in the same range. She scored well on all dimensions but she was observed to be lazy and pessimistic in her approach towards work and mainly needed counseling for that. She was found to be improved on pessimism after intervention.

16. Laxmi:

In pre-test, she scored 95 on emotional maturity scale which fall in range of unstable, she scored 85 in post-test which fall in range of moderately stable. she was found to be secretive, ineffective as a teacher, under-social and reserved in social interaction with negative attitude towards friends. She was found to be confused from innerself. Her self-direction, self-confidence optimism and hope were found to be very less. She was counseled for increasing her self-esteem and investigator tried to instill her faith in humanity by giving different examples. Her behavior was found to be improved to some extent.

17. Kavita

She scored 110 on emotional maturity scale in pre-test which is extremely unstable range. In post-test, she scored 85 which fall in moderately stable range. She was found to be a negative ruminator with task-obsessiveness and effective as

a teacher. She was found to have high self-confidence, high self-directedness but high pessimism. She was regularly counseled for pessimism, negative rumination and task-obsession by the investigator which helped in improving her result in post-test.

18. Balwinder

He scored 106 on emotional maturity scale in pre-test which fall in range of unstable. In post-test, he scored 95 which is again unstable range. He was found to be ineffective in general as well as, as a teacher. He was found to be social, caring and relationship-oriented. He mainly needed some boost up exercises to explore his talent. He was observed to be improved in self-confidence and self-directedness after intervention program. He was found to acquire the ability to decide and plan for his future.

There were other personality factors of each individual that are responsible for this difference in pre and post test scores. It was evident form interpersonal need inventory (IPNI), that every individual differs from each other in giving and receiving help, affection, control, recognition and influence. Some of these factors may enhance the development while some of these may restrict the development of personality by playing as an obstacle in the process of enhancement of emotional maturity.

IMPLICATIONS OF THE FINDINGS

Teachers must develop positive attitude towards teaching, have willingness to develop their emotional competencies, must be aware of appropriate proportion of discipline and freedom, develop counseling skills, verbal and non-verbal communication and service-orientation. School authorities should conduct such intervention programs for teachers, maintain open organizational climate, give academic freedom to teachers, provide opportunities and resources to creative and innovative teachers and conduct seminars and workshops for developing interpersonal skills of teachers.

Policy makers can make it compulsory for teacher education institutes to conduct workshops and seminars for upgrading teachers-educators.